

# Greetings!~ While you wait....

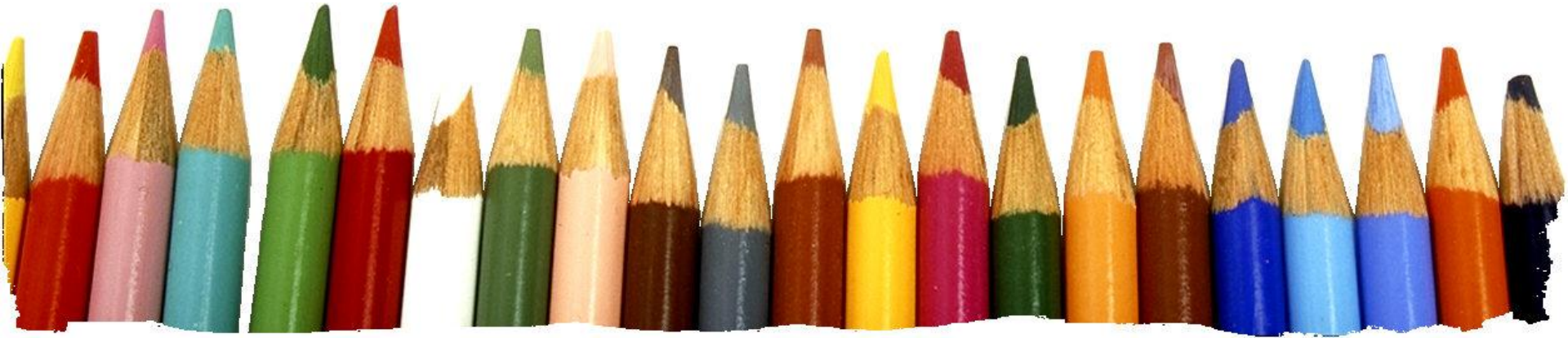
## ABC Brainstorming

Topic: \_\_\_\_\_



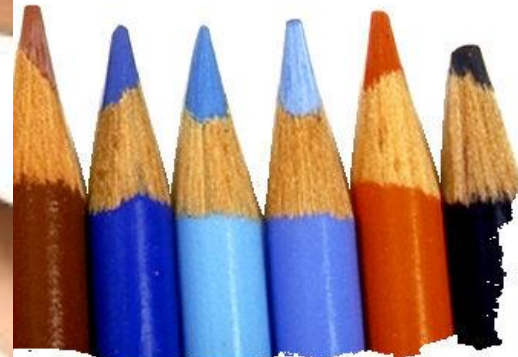
A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	XYZ

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# Hamilton City Schools

*Presented by Sylvia St. Cyr*  
*Hamilton County ESC*



# Let's Review...



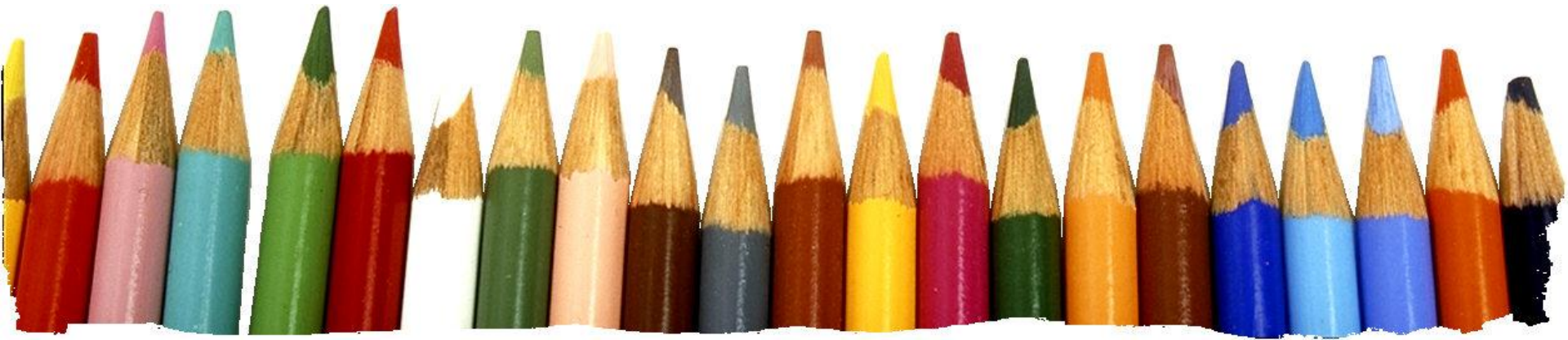
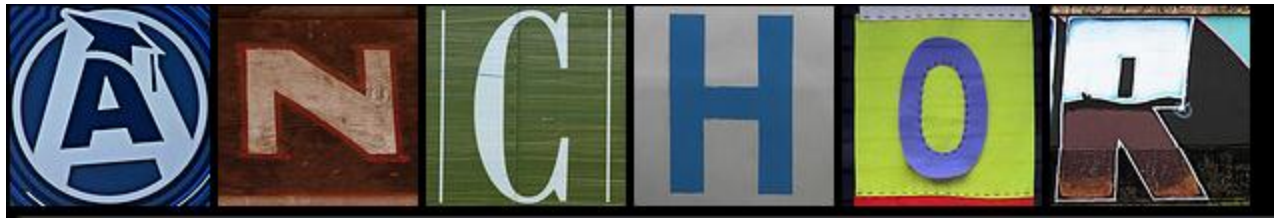
Animoto - My Animoto Video.mp4



What's a high yield differentiation tool that provides the most bang for the buck?

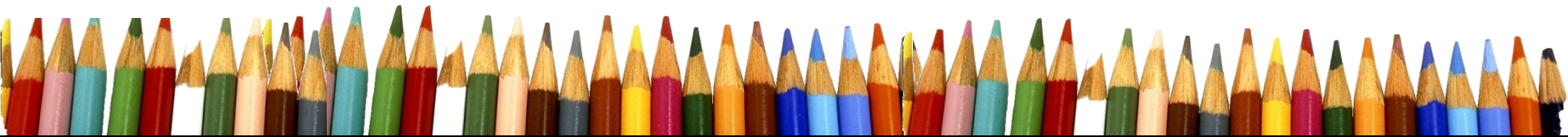






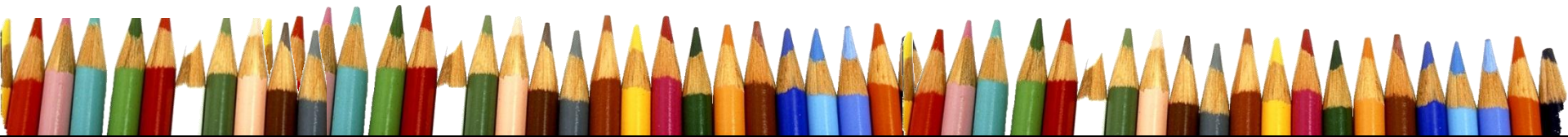
# Anchoring Activities Defined:

An Anchoring Activity is a strategy that provides students with choices of ongoing activities to be completed during times when they are not actively engaged in classroom work.

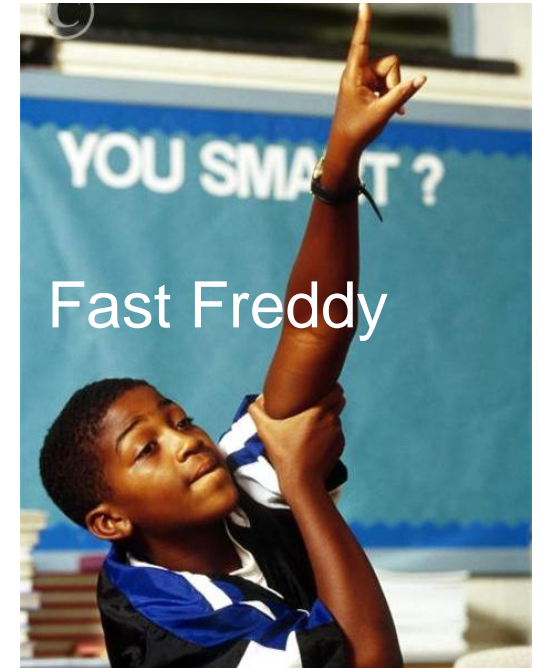


# Purpose of Anchor Activities

- Provide meaningful work for students when they finish an assignment or project, when they first enter the class or when they are “stumped.”
- Provide ongoing tasks that tie to the content and instruction.
- Free up the classroom teacher to work with other groups of students or individuals.



# Why Anchor Activities?

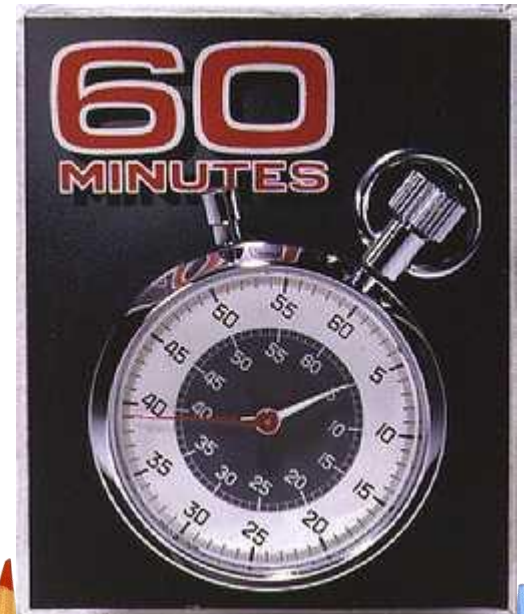




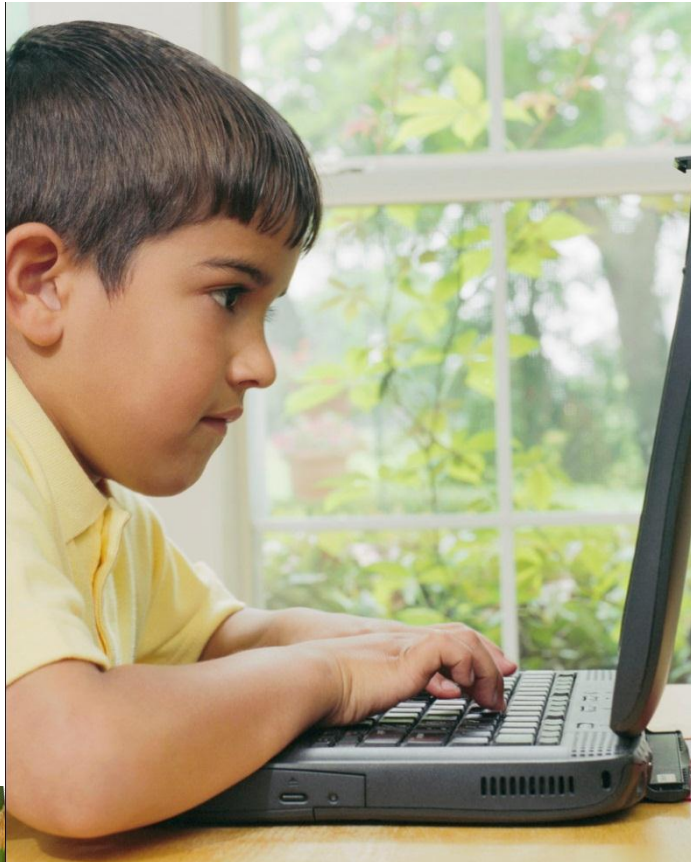


Slow Stan...

It takes him an hour and half to watch Sixty Minutes!



# One Premise in a Differentiated Classroom:



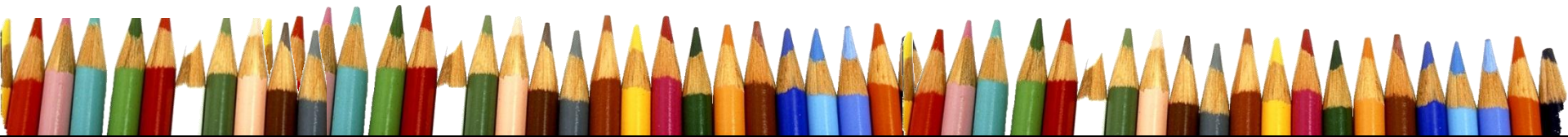
“ In this class we  
are never  
finished.

*Learning is a  
process that  
never ends.”*



# Anchors Are Most Successful When . . .

- Task expectations are clear (taught and practiced prior to use)
- Students are held accountable for on-task behavior and task completion
- Task is motivating (fun, challenging, rewarding)



# Managing Varied Pace



*Anchor activities are*  
**ongoing assignments that  
students can work on  
independently throughout a unit, a  
grading period or longer.**





**What if Ferris Bueller's teacher had an Anchor Activity for the class? Maybe he wouldn't have taken that **day off!****



# Anchoring Activities are *not* ‘busy work’:

“Busy Work” used to define these kinds of activities. Be mindful of this as you create meaningful tasks that will add content knowledge, skills and products to enhance whole class lessons.

Remember – quality, not quantity.

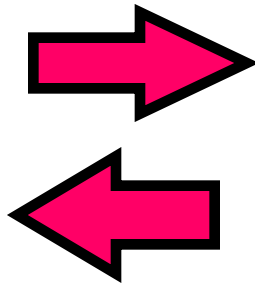


# Using Anchor Activities to Create Groups

Teach the whole class to work independently and quietly on the anchor activity.

Flip-Flop

Half the class works on anchor activity



Other half works on a different activity

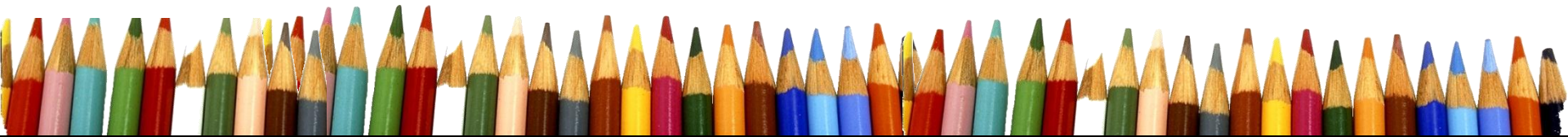
1/3 works on anchor activity

1/3 works on a different activity

1/3 works with teacher

# Anchoring Activities can be:

- Used in any subject or across subjects
- Whole class assignments
- Small group or individual assignments
- Tiered to meet the needs of different learners by readiness, interest or learning style





# Anchoring Activities

The purpose of an **anchoring activity** is to:

- Provide meaningful work for students during 'ragged' or transitional times.
- Provide ongoing tasks that relate to a content area and current instruction.
- Give students opportunities to practice self-directed work.
- Give the teacher time to give extra attention to individuals or small groups.



# Low Prep - Examples



## Brain Food

### Practical Reasoning Puzzles

Main	Logi-Numbers	Logic Puzzles	Word Boxes	Word Puzzles	Number Puzzles	Party Puzzles	Joke Puzzles
			Discrete	Mathematical	Practical	Riddles	
				1	Solutions		

## More Low prep Examples...

### **Spelling:**

Create a greeting card using spelling words.

### **Reading:**

Write a letter to the author of a book you have enjoyed.

### **Math:**

Research money and bartering systems.  
Create a timeline for the systems.

### **Social Studies:**

Choose an important person from US history. Write a letter to him or her and be sure to ask questions you would like the answer to.

### **Science:**

Create a perfect habitat for an animal of your choice.  
Design and illustrate a new insect using your imagination. What features insure its survival?

From: **Sample Anchor Activities**  
document at wiki site



# Rules for Anchoring Activities

- 1. Create meaningful tasks.*
- 2. Teach students to work independently*
- 3. Include a variety of tasks.*
- 4. Students should be held accountable for task completion and the quality of their work.*





# Think and Ink

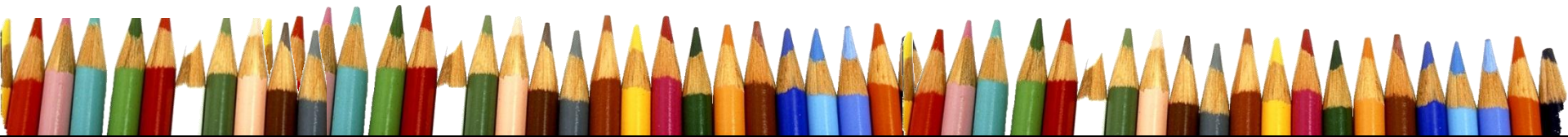


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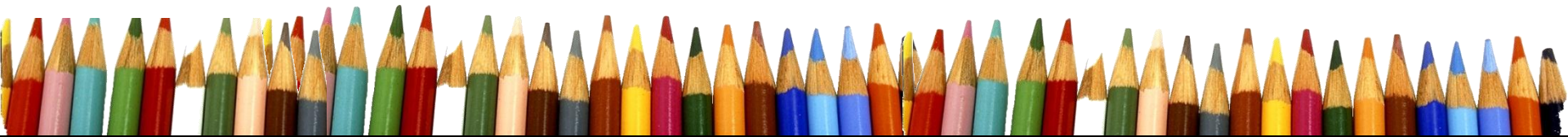


# Think and Ink



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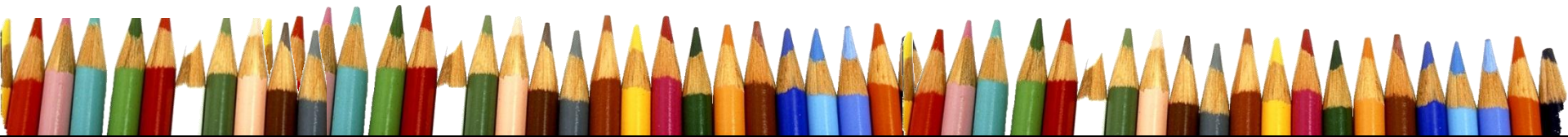


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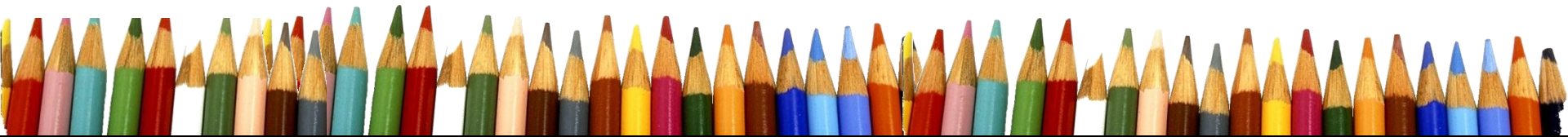
# Think and Ink



# Adding variety to Anchoring Activities

Other ways to add variety to the tasks:

- Use Bloom's Taxonomy Verbs.
- Use Gardener's Multiple Intelligences.
- Use an Interest Analyzer, create tasks that consider these interests.
- Vary group size - alone, pairs or small groups.
- Take student suggestions for tasks.



## ABC Brainstorming

Topic: \_\_\_\_\_



A	G	M	S
B	H	N	T
C	I	O	U
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# ABC Anchor Activity Share Out

- Did anyone have Anchor Activity for their A?
- What are some examples of differentiation that you listed for xyz?
- What is your favorite strategy listed?





# A higher prep differentiation strategy....



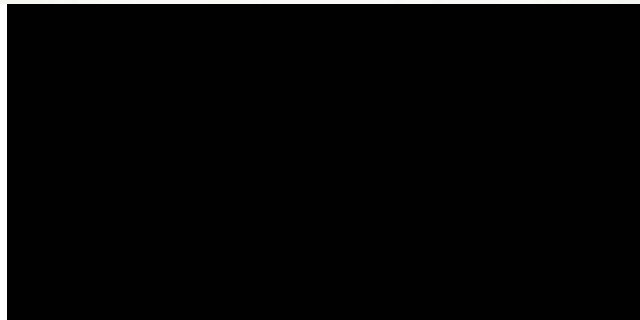
# CHOICE BOARDS

Empowering Students through  
**CHOICE**

while ensuring adherence to important  
**LEARNING GOALS**



Sometimes you just want your choice!

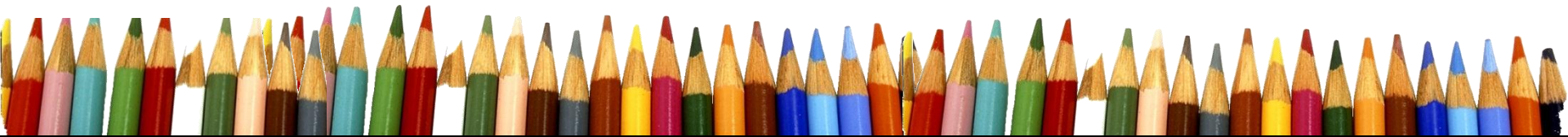


# Choice Boards

A set of activities related to the same concept, essential question or big idea.

A Choice Boards could be based on:

- Bloom's Taxonomy
- Learning Styles
- Multiple Intelligences

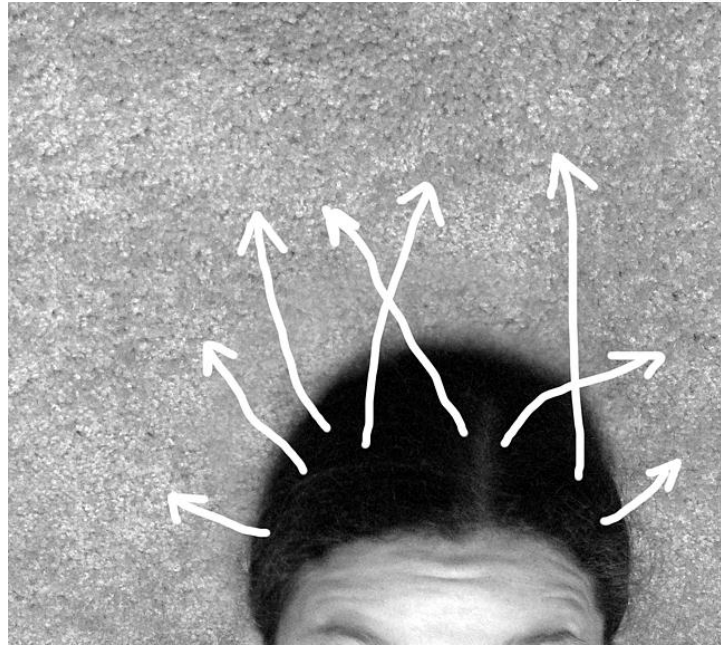




A **CHOICE BOARD** offers students a way to make decisions about what they will do in order to meet class requirements. A choice board could be for a single lesson, a week-long lesson, or even a month-long period of study.



42-16761413 [RF] © www.visualphotos.com





# Choice Boards for Today's Session:

## Tic Tac Toe Boards

## Menu Boards

## RAFT-S

Free Photoshop PSD file download  
Resolution: 1280x1024 px  
[www.psdgraphics.com](http://www.psdgraphics.com)



# Tic Tac Toe Boards





**Tic-Tac-Toe** is a simple way to give students alternative ways of exploring and expressing key ideas and using key skills. Typically, the Tic-Tac-Toe board has 9 cells in it, like that of the game.



Application & Analysis			
Synthesis			
Evaluation			



Compare the main character of this story with another you've read.	Illustrate the turning point of the story.	Infer from the story what you might see in the main character's bedroom. Create a collage that shows what you might find.
Rewrite the ending so that it changes the meaning of the story.	How would the story be different if the main character was a boy instead of a girl (or vice versa)?	Pretend that the story you just read is made into a movie. Write a summary of the movie's sequel.
Grade the author on his/her use of interesting words & phrases. Give examples & explain your grade.	Rank the characters in the story based on their character traits. Explain your ranking system.	Judge the quality of the story based on at least 3 criteria that you think is important in the story.

## Book Activities

Color a new book cover for your book on paper. Write the title and the author's name on your cover.



Read your favorite part of the book to a friend.



Make a puppet of the most important character in the story.



Draw and color a picture of where the story happened.



Write two questions about the story to ask a friend.



Draw and color a picture of the important part of the story.





## Tic-Tac-Toe Story Assignment Board

<p>Draw a picture. Write 3 sentences about the main character in the story.</p>	<p>Perform a play that shows the conclusion of the story.</p>	<p>Write a song about one of the main events in the story.</p>
<p>Write a poem about two main events in the story.</p>	<p>Make a poster that shows the order of events in the story.</p>	<p>Create a puppet that looks like the main character in the story.</p>
<p>Dress up as your favorite character in the story.</p>	<p>Create a Venn Diagram comparing and contrasting two characters in the story.</p>	<p>Draw a picture that illustrates the setting in the story.</p>



## Spelling Tac Toe

Name: \_\_\_\_\_









Choose your own spelling assignments! You must choose at least three activities in a tic-tac toe design. Color in each box as you complete each assignment. All three assignments are due by Thursday. Have fun!

Complete a written word sort.	Make a set of flashcards to study your words. Use the flashcards to study.	Pretend you at your favorite outside place. Draw a picture of what you see. "Hide" your words in the picture.
<b>Verbal linguistic</b>	<b>Visual spatial</b>	<b>Naturalist</b>
Write a song using your spelling words.	Do you have your own idea? What is it? _____ _____	Secret Agent Words  Number the alphabet from 1 to 26, then convert your spelling words to a number code.
<b>Musical</b>	<b>Complete your own idea</b>	<b>Logical Mathematical</b>
With a friend, do a blind sort.	Write a "lost and found" ad for one of your spelling words. In the ad, describe the missing word so that someone else will recognize it immediately! Choose 3 other words and write ads for them.	Choose five spelling words that you think are the most difficult. Make a learning aid to help you learn the spellings.
<b>Interpersonal</b>	<b>Intrapersonal</b>	<b>Bodily kinesthetic</b>

Keep all of your work in your spelling folder. Have you marked tic-tac toe? Put all work in the tray when finished.



# CHOICE BOARD FOR MULTIPLE INTELLIGENCES

<b>Verbal/Linguistic</b> <ul style="list-style-type: none"> <li>• Write instructions</li> <li>• Keep a personal journal</li> <li>• Create a poem</li> <li>• Create TV ads</li> <li>• Read stories to others</li> <li>• Retell in your own words</li> <li>• Teach concept mapping</li> <li>• Create crossword puzzle</li> </ul> 	<b>Logical/Mathematical</b> <ul style="list-style-type: none"> <li>• Create a time line</li> <li>• Compare/contrast ideas</li> <li>• Create an outline for a story</li> <li>• Design a map</li> <li>• Decipher codes</li> <li>• Create patterns</li> <li>• Design a game to show...</li> </ul> 	<b>Visual/Spatial</b> <ul style="list-style-type: none"> <li>• Create a poster</li> <li>• Draw a map</li> <li>• Create visual diagrams</li> <li>• Draw from different perspectives</li> <li>• Create a comic strip</li> <li>• Graph results of a survey</li> </ul> 
<b>Interpersonal</b> <ul style="list-style-type: none"> <li>• Tell stories</li> <li>• Teach a cooperative game</li> <li>• Role play a situation</li> <li>• Discuss and come to a conclusion</li> <li>• Survey or interview others</li> </ul> 	<p style="text-align: center; font-size: 2em;">Free Choice</p>	<b>Body Kinesthetic</b> <ul style="list-style-type: none"> <li>• Make up a cooperative game</li> <li>• Practice physical exercise</li> <li>• Conduct hands-on experiments</li> <li>• Construct a model or representation</li> </ul> 
<b>Musical Rhythmic</b> <ul style="list-style-type: none"> <li>• Create raps</li> <li>• Play musical instruments</li> <li>• Write to music</li> <li>• Teach dance steps</li> <li>• Make up sounds and sound effects</li> <li>• Write a jingle</li> <li>• Create rhymes that...</li> </ul> 	<b>Naturalist</b> <ul style="list-style-type: none"> <li>• Collect and categorize data, materials, or ideas</li> <li>• Discover or experiment</li> <li>• Take a field trip</li> <li>• Study means of survival</li> <li>• Adapt materials to a new use</li> <li>• Label and classify</li> </ul> 	<b>Intrapersonal</b> <ul style="list-style-type: none"> <li>• Keep a personal journal</li> <li>• Write about personal experiences</li> <li>• Think about and plan...</li> <li>• Review or visualize</li> <li>• How would it feel to...</li> <li>• Imagine and write about the future</li> </ul> 



# Adaptations:

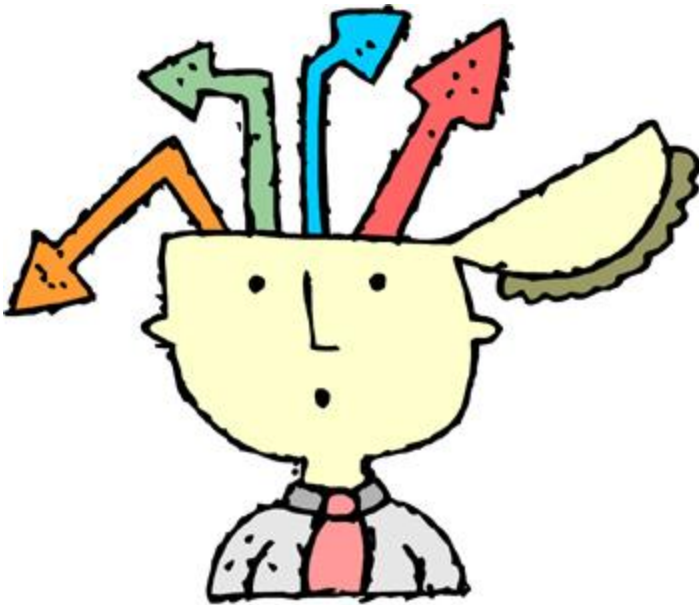
- Allow students to complete any 3 tasks--even if the completed tasks don't make a Tic-Tac-Toe.
- Assign student tasks based on readiness.
- Create different Tic-Tac-Toe boards based on readiness (tiered)
- Create Tic-Tac-Toe boards based on learning styles or learning preferences.
- Create Tic-Tac-Toe boards based on Multiple Intelligences.



From *Fulfilling the Promise of the Differentiated Classroom* by Carol-Ann Tomlinson



# Menu Boards





# What's your order?



Not *that* kind of order!





## Menu Planner

You may use this template to help you plan a menu for your classroom.

Menu:

---

**Due:** All items in the main dish and the specified number of side dishes must be completed by the due date - \_\_\_\_\_. You may select among the side dishes, and you may decide to do some of the dessert items, as well.

### Main Dish (*Complete all*)

- 1.
- 2.
- 3.

### Side Dish (*select \_\_\_\_\_*)

- 1.
- 2.
- 3.

### Dessert (*Optional*)

- 1.
- 2.
- 3.



**Choose one appetizer to complete:** (10 points each if completed according to guidelines)

- Create a rap song about one of the climates. Be prepared to perform with the class, if your work is excellent.
- Read Bringing the Rain to Kapiti Plain. Create a Venn diagram to compare and contrast the elements of this fictional story to the non-fiction story.

**Complete all the main dishes:** (10 points each if completed according to guidelines)

- Create a flip book with a page for each section of the story (hottest, coldest, highest, deepest). Divide each page into two sections (as shown). Find information that relates to the section and compare to where we live. How is this climate different than yours? What do you know about Cincinnati that you could write for the "here" sections. *You may make your best guess about the Cincinnati section.*
- Choose two animals from the resources provided. Use a t-chart to compare and contrast the two animals. Be sure that you are including at least 5 facts for each animal to make your comparisons (i.e. diet, predators, features, etc.)
- Complete the worksheet page 78. At the bottom of the worksheet, draw an illustration of each animal according to its description.

**You may finish a dessert, if you like, after your appetizer and main course are completed** (10 points each if completed according to guidelines)

- Write 5 Stumper questions about the entire story. Put the questions on one page and seal the answers in an envelope. Have a friend from your group try to answer your stumpers. Turn the questions in to me when you turn this in.
- Create a powerpoint about the locations in the readings using the facts from the "THERE" side of your book to guide you.
- Complete a trading card for one or both of the animals you studied for the T-chart.

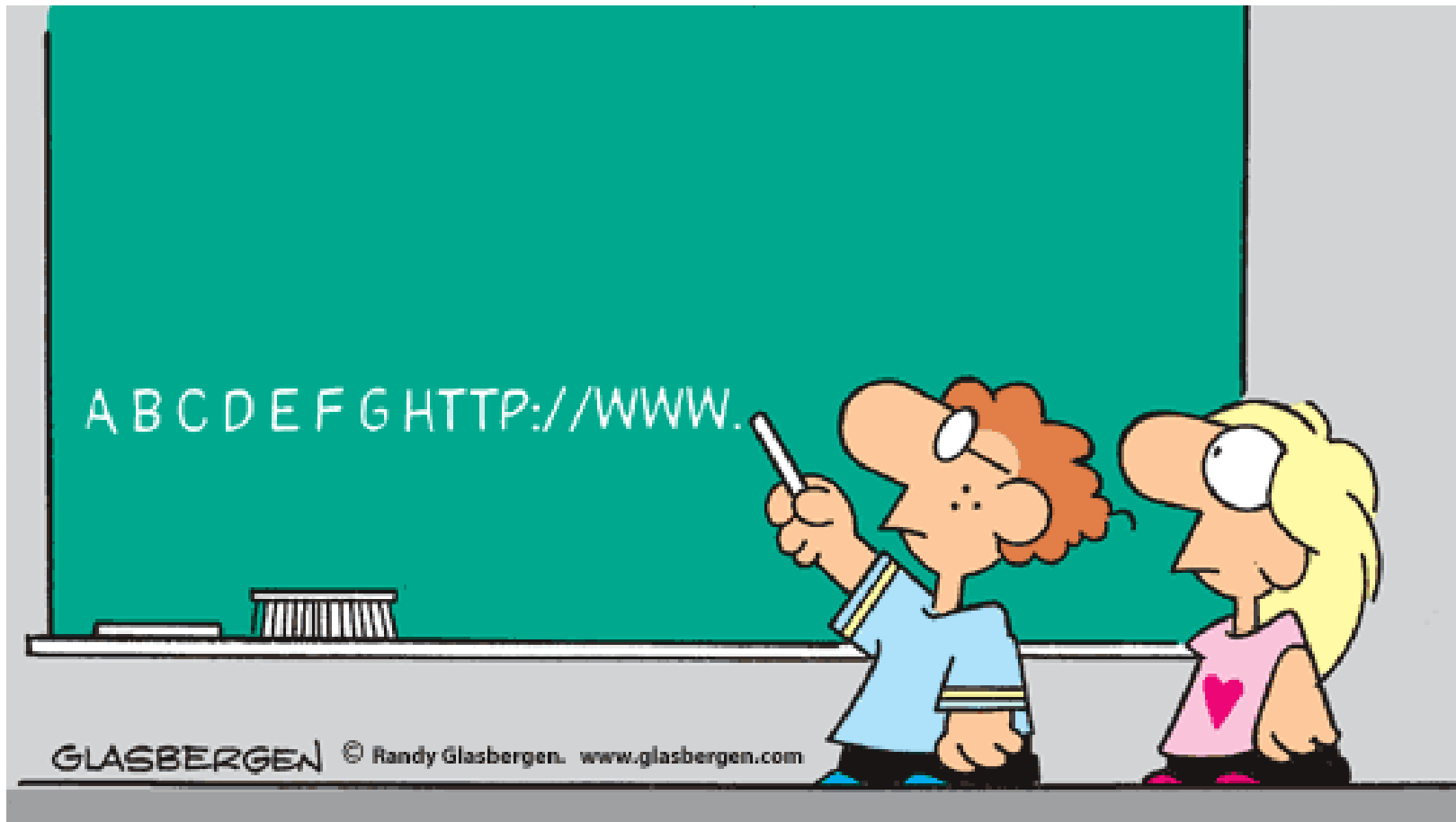


40 points = one visit to candy jar

50 points = jelly bean for the class and one visit to the candy jar

60 points = two jelly beans for the class and one visit to the candy jar

***You must keep track of your points when turning this in. Assignments must be done correctly, or no points. This is your opportunity to work independently. I have high expectations!***



Don't forget the wiki site for resources to support!





# Time for a quickie brain break

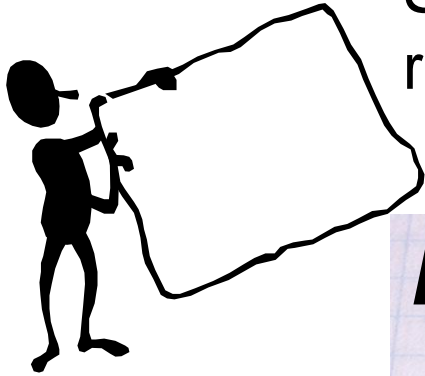


# R.A.F.T.S.

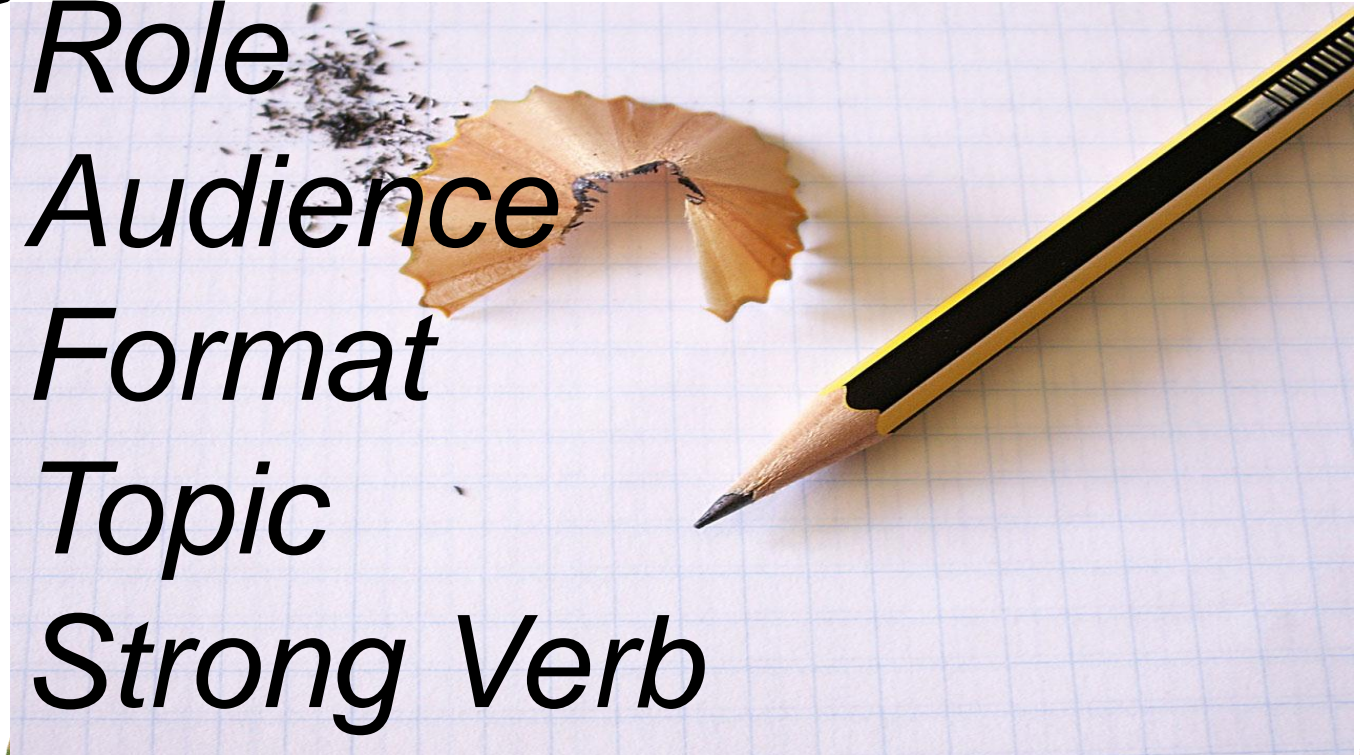


## Overview:

Students are presented with a menu of rigorous responses based on:



*Role*  
*Audience*  
*Format*  
*Topic*  
*Strong Verb*





# ***Role:***

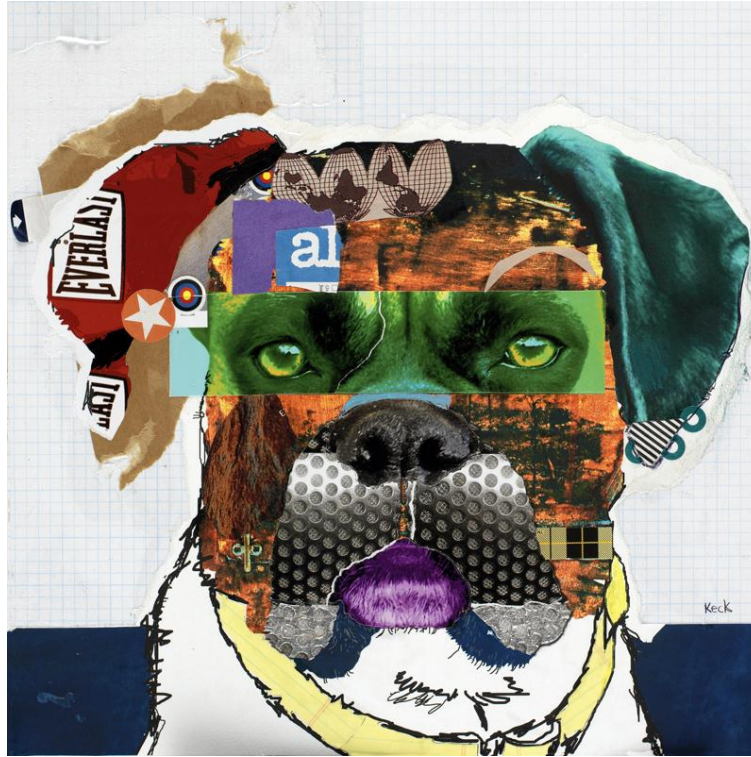
**What Vantage Point to Explore...Perspective**



*Who or what  
will they pretend  
to be  
while they create  
their product?*



# ***Audience:***

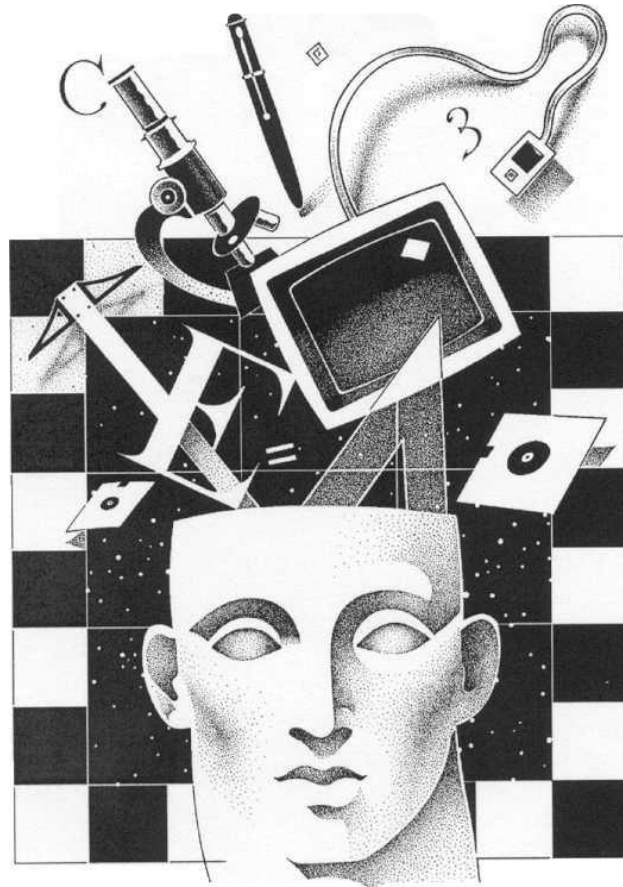


*Who or what will  
their  
target audience be?*





# ***Format:***



**What form will  
their work take?  
Does it convey  
meaning?**

# *Topic:*

**What issue, question or statement are you addressing?**

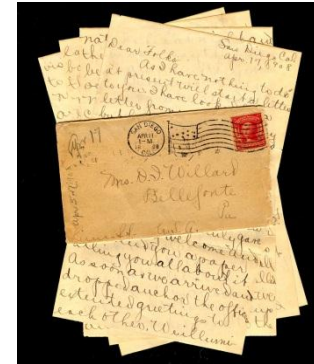
**This is the link to your standards...**

What topic should they have a deeper understanding of when they are finished?



# For upper grades...Strong Verb:

Use **strong verbs** to define what the writer is to do. **Include the tense** you expect the writer to use.



Investigate~

# RAFT:

ROLE	AUDIENCE	FORMAT	TOPIC
Plant	Sun	Thank you note	For the sun's role in the plant's growth



# Directions for Students

## **DIRECTIONS**

Consider the RAFT possibilities listed below. Choose your role and circle it. Now discuss that role with others who have selected the same one. Consider the following in your discussion.

1. Describe me.
2. What feelings do I have?
3. What information do I need to convey through my writing?
4. What words or ideas might I include to get my point across?
5. What do I know about my audience? What type of information or persuasion might they need?
6. What do I already know about the format? How might it look?



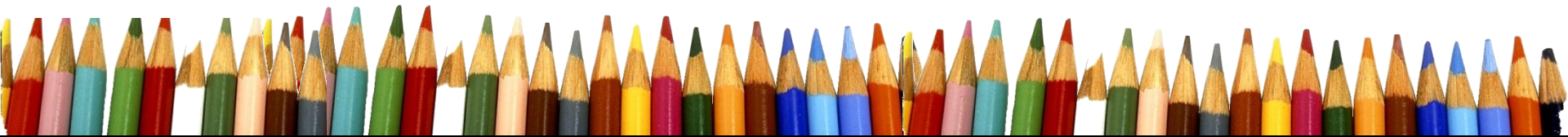


# 5 minute Analysis Activity

Review the RAFT handout you were given at your table.

Agree on one that is your favorite.

Be prepared to share out your impressions.



# Share Out



# Management Support



# R.I.C.E.

- Recall what your teacher said.
- Imagine *logically* what the directions would be.
- Check with a classmate.
- See the "expert" for help.

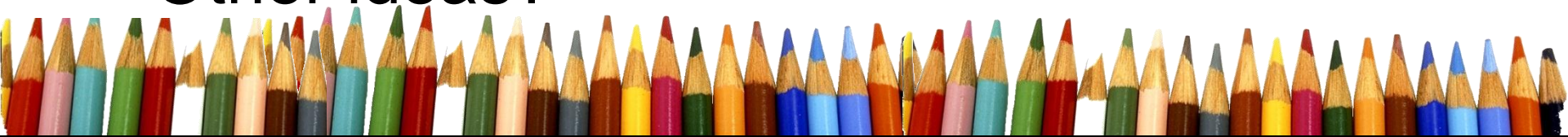


# Potential problems for Choice boards

## 1. Grading

### Potential Solutions:

- Student self-assess using a rubric
- Peer Assessment
- Choose the best work
- Other ideas?





# Potential Problems for choice Boards

2. Time- to create, to implement

## Potential Solutions:

Use the wiki site to get pre-made activities that fit into your standards. Just need slight modifications.

Use as an anchor activity- Students **MUST** finish one assignment, can finish many

Other ideas?



# Student Voice and Choice

STUDENT **VOICE** and **CHOICE**  
are KEYS to successful  
**DIFFERENTIATION**

Create a student driven classroom by  
involving students in important decisions  
about processes and procedures!



Be the Differentiator you  
know you can be.



HEAT THINGS UP!

